

**Name of Grant Program:** Inclusive Concurrent Enrollment Partnership Programs for  
Students with Disabilities – Implementation/Continuation Grant

**Fund Code:** 236

**PART III – REQUIRED PROGRAM INFORMATION**

**FY2015-2016 INCLUSIVE CONCURRENT ENROLLMENT GRANT APPLICATION: IMPLEMENTATION**

**Fund Code 235**

**SECTION 1 - CONTACT INFORMATION**

Provide complete contact information for each of the partnering agencies. List each separate district, high school, and Institution of Higher Education (IHE) involved in the program.

	<b>Mailing Address, Telephone Number, Email Address</b>
<b>District(s):</b>	
<b>High School(s) Contact Name(s):</b>	
<b>Special Education Contact Name(s):</b>	
<b>Institution(s) of Higher Education:</b>	
<b>Institution of Higher Education Vice-President for Student Affairs</b>	

## **SECTION 2 – Program Design and Plan for Partnership Sustainability**

All programs must be designed to provide project personnel at the high school and the institution of higher education with the necessary expertise and supports to provide the target student population the opportunity to participate in inclusive college courses and the life of the college with their non-disabled peers while working toward meeting their desired post-school outcomes. A Partnership Leadership Team should be formalized and meet on a regular basis to discuss the policies, practices and procedures necessary to implement and sustain inclusive concurrent enrollment. Members of this team should include leaders from the IHE and LEAs, and representatives from adult service agencies, employers and family members. This group will oversee the development, implementation and ongoing evaluation of the participation framework in order to facilitate the transition from high school into adult life and to sustain the ICE initiative.

*The target student population for this pilot grant program is students who are considered to have severe disabilities ages 18 – 22, and in the case of students ages 18 and 19, is limited to students who have been unable to achieve the competency determination necessary for graduation by passing the MCAS exam.*

It is anticipated that the majority of the target student audience may not have the skills to meet course pre-requisites, including those for credit and non-credit courses, and will require special considerations for participation. Despite this potential challenge, programs must be designed to offer meaningful opportunities for eligible students.

Partnerships are required to continue to examine existing practices closely and to enhance their program design, partnership infrastructure, and participation framework for the target student populations. In addition to the inclusive coursework, partnerships are required to include community-based, integrated competitive employment opportunities, as well as opportunities for participation in the life of the college, that relate directly to course selection and career and life goals. Competitive paid employment opportunities on the college campus are recommended as a way to integrate the students into campus life.

An Employment Specialist will work with the other partnership members to connect students' college and personal goals with employment goals integrated into the community. The Employment Specialist should work with each student using a [Massachusetts Work-Based Learning Plan](#) to track student learning and growth.

This participation framework will continue to guide the partners as they enroll students in credit and non-credit courses with their non-disabled peers and provide the necessary supports to enable students with disabilities to participate meaningfully in the life of the college with their non-disabled peers. This framework must be flexible enough to accommodate students with severe disabilities and support students' transition goals. Since the final decision for admitting a student into a course is up to individual faculty and the IHE, the participation framework must be designed to support faculty in admitting and instructing students with severe disabilities in inclusive courses. Final decisions on course participation are subject to the approval of the faculty and the IHE.

The communication protocol is an essential part of the participation framework and is vital to the success of the partnership. A strong communication protocol will ensure that there is clear and consistent communication among partners, students, and family members.

The Partnership Leadership Team should create policies, practices and procedures to facilitate ongoing inclusion of new LEAs. These procedures must include details on how the parent of a student who may be appropriate for ICE should approach their LEA to request an opportunity to participate.

To support the work of implementing ICE, technical assistance will be provided to each of the partnerships. Additionally, the partners will be expected to submit progress reports each semester to the Executive Office of Education (EOE).

1. Describe how the partnership will provide access to inclusive credit and non-credit bearing course work that is directly related to each student's stated transition goals /post-school outcomes. Include details on how the Partnership Leadership Team will provide oversight to this process.

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2. Describe how the partnership will provide opportunities for students to access the life of the college while working toward their desired post-school outcomes. Include details on how the Partnership Leadership Team will provide oversight to this process.
3. Describe the ways in which the partnership will promote participation in community-based, competitive integrated employment. Include details on how the Partnership Leadership Team will provide oversight to this process, and how the [Massachusetts Work-Based Learning Plan](#) will be used.
4. Describe how the Partnership Leadership Team will continue to work to institutionalize this program so as to ensure its long-term sustainability in the possible future decrease in, or absence of, state funding. Include information on connections with adult agencies and community-based partners. Include projected enrollment goals for each of the semesters during the grant year and for the 2016 academic year (Fall 2016; SP 2017; SU2017). Partnerships should describe how they will increase student enrollments until they reflect natural proportions of enrolled students in relation to the total campus enrollment.
5. Describe how the ICE partnership will promote initial and ongoing family engagement in order to encourage and support the students' enrollment and participation in the ICE program. Include details on how the Partnership Leadership Team will provide oversight to this process.
6. Describe the policies, practices and procedures created by the Partnership Leadership Team that will facilitate ongoing inclusion of new LEAs.

### SECTION 3 – Personnel and Key Roles

**Required Position** - Each proposal must include an individual qualified to perform the duties of the Employment Specialist, who will serve as the career and job development specialist for the partnership. The Employment Specialist will: consult with students, teachers and college staff on connecting students' college and personal goals with employment goals; develop collaborative relationships with college and community workforce departments; provide consultation to members who are seeking to establish agreements with community rehabilitation providers; assist students to obtain and maintain quality work that is defined as individualized, authentic, and community-based, paid employment that is consistent with their vocational goals; and evaluate student progress using the *Massachusetts Work-Based Learning Plan*.

**Key Roles** - The following job functions are considered necessary to implement a successful inclusive concurrent enrollment program that includes student participation in the academic and social life of the school. Each proposal must address how the duties will be accomplished. The job titles are only for reference and not required but each proposal must include information regarding who will fill each role. In some cases, one individual may be identified to fill multiple roles.

**Institution of Higher Education (IHE) Program Implementation Specialist** - The individual in this role will work to ensure that the identified IHE faculty has the necessary skills and supports to accommodate the diverse needs of the students participating in the program. He/she will act as the IHE liaison to the participating high schools. Through this grant program, he/she will continue to receive training and technical assistance in promising practices related to transition that support improved post-school outcomes for youth with disabilities, including:

1. youth development;
2. person-centered planning;
3. strategies to promote access to post-secondary education; and

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4. career development and competitive employment.

The Specialist is responsible for convening Partnership Leadership Team meetings for planning and problem solving.

**High School Liaison** – The individual in this role will work directly with students participating in this program and must be easily accessible and mobile. The High School Liaison will serve as the primary support to the students and will consult with the IHE faculty in designing instruction and modifying assignments. This individual will work with families of students participating in the grant program. Through this grant program, he/she will receive training in promising practices related to transition that support improved post-school outcomes for youth with disabilities, including:

1. youth development;
2. person-centered planning;
3. strategies to promote access to post-secondary education; and
4. career development and competitive employment.

The Liaison is responsible for convening or attending meetings with partners from participating high schools to discuss individual student needs and is responsible to participate in IEP Team meetings for individual students.

**Educational Coach** – An Educational Coach in an institution of higher education performs similar duties to a paraprofessional in a K-12 school district. These duties will differ depending on the needs of the participating students and may include direct or indirect services (e.g., tutoring, assistance with connecting to the disability support office, homework, classroom support, supporting students in extracurricular and nonacademic activities, promoting participation in student life of the college community, supporting community-based employment). The Educational Coach will receive training in promising practices related to transition that support improved post-school outcomes for youth with disabilities, including:

1. youth development;
2. person-centered planning;
3. strategies to promote access to post-secondary education; and
4. career development and employment.

**Additional Roles** - In the addition to the roles identified above, the partnering agencies should consider including the following roles in the project design:

**Parent Consultant** – This individual provides outreach to families to ensure maximum family participation. The Parent Consultant will work to assist families in understanding how to navigate the post-secondary education system and how it is different from the K-12 system.

**Youth Leader** – This individual provides outreach and recruitment, peer support, leadership development, and advocacy training to students participating in the program. Ideally, the Youth Leader should be a young adult and able to work with participating students so that they are fully engaged in the academic and campus life of the school.

### **Project Personnel**

Provide the information requested below. Add additional rows if needed.

List all personnel working on this project and provide a description of their roles. Provide detailed information on how each individual participates in the implementation of the program. Include information on both Institution of Higher Education staff and staff from the high school(s) working on this project.

**\*Note:** Programs planning to serve students all year (fall, spring, and summer) may include up to 1.0 FTE project personnel salary in their budget. Programs planning to serve students in two semesters (fall and spring) may include up to 0.8 FTE project personnel salary in their budget.

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<b>Name</b>	<b>Location</b> (IHE/High School)	<b>Job Function/Title</b> (IHE Program Implementation Specialist, High School Liaison, etc.)	<b>Time on Project</b> (Express in FTE or Number of Hours Provided a Stipend)	<b>Role and Participation in Grant Program</b>
		<b>Employment Specialist – Required Position</b>		

1. Describe how the Employment Specialist will work with students to provide opportunities for community-based, integrated competitive employment, and will use the [Massachusetts Work-Based Learning Plan](#) to track student learning and growth.
2. Describe the selection, training, and participation of Educational Coaches in the partnership and how improvements will be made from the previous year. Include information on scheduling and coordination between IHE and high school schedules.
3. Who will perform the function of an IHE Program Implementation Specialist? What FTE will this individual be assigned to work on grant activities, including convening the Partnership Leadership Team and participating in training and technical assistance activities?
4. Who will perform the function of a High School Liaison(s)? What FTE(s) will this individual be assigned to work on grant activities, including participation in training and technical assistance activities?
5. If included in the program design, how will a Parent Consultant and/or Youth Leader be selected and supported in their work?

#### **SECTION 4 – Student Recruitment, Selection, and Support**

Students participating in this grant program must meet the following criteria:

1. 18-22 years old and eligible for special education;
2. have a disability that affect severely the student's ability to learn;
3. in the case of 18 and 19 year olds, have been unable to achieve the Competency Determination necessary for high school graduation (by passing the MCAS exam); and
4. have been reported to the Department in the Student Information Management System (SIMS) as having a high level of need.

Partnering agencies participating in this initiative must be prepared to have students with severe disabilities participate with their non-disabled peers in credit and non-credit courses in a two-year or four-year state public institution of higher education for the FY15 academic year and the FY16 summer semester. Students who do not meet course prerequisites and/or requirements may participate as a Special Student in credit bearing courses. As with all students under this category, the final decision on admission into a course is subject to the approval of the faculty and the IHE. Students who wish to earn college course credits must meet course prerequisites and requirements. Partnerships are encouraged to request technical assistance from EOE.

A priority of this grant continues to be the growth and sustainability of the ICE partnerships. Each partnership should examine the policies, practices and procedures to promote sustainability.

Partnering agencies should collaborate to examine and enhance existing recruitment practices so as to ensure growth of program enrollment until enrollment reflects natural proportions. Examples of recruitment activities could include (a) arranging for current ICE students to make presentations to younger peers, (b) inviting prospective students and their families to the IHE's campus-wide events, or (c) hosting information sessions for families. EOE and the identified technical assistance providers will work together to provide supports to the partnerships to implement plans for recruitment.

When recruiting and selecting which students should participate, districts need to use information gathered during the IEP transition planning process that support each individual student's desired postsecondary outcomes and to utilize the cumulative expertise available through the inclusive concurrent enrollment grant program.

Partnering agencies should consider the participation of students, ages 18-22, with a range of severe disabilities (e.g., intellectual impairments linked with autism spectrum disorders, health impairments, physical impairments, and/or emotional impairments) and in-district and out-of-district placements. Districts should contact educational collaboratives or approved private special education programs that are currently serving their students in order to determine whether this program is appropriate for individual students.

1. What changes do the partnerships plan to implement related to the recruitment and selection process of students in FY2015 and to reaching the goal of enrolling students at a rate which reflects natural proportions? Include information regarding parent, student, and school staff participation in the recruitment and selection process as well as the recruitment of additional districts.
2. What are the strategies being employed to recruit and select students with severe disabilities, ages 20 and 21, who have achieved the competency determination but are still eligible for special education services?
3. Estimate the number of students ages 18 – 22, receiving special education services, who are considered to have severe disabilities and have been unable to achieve the competency determination necessary for graduation by passing the MCAS exam, who will participate in this program.

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Name of District	FY15: Fall 2014 Implementation	FY15: Spring 2015 Implementation	FY16: Summer 2015 Implementation

4. Estimate the number of students, ages 20 and 21, who have achieved the competency determination but are still eligible for special education services, who will participate in this program.

Name of District	FY15: Fall 2014 Implementation	FY15: Spring 2015 Implementation	FY16: Summer 2015 Implementation

5. What types of information will be used when determining student course selection (e.g., IEP and IEP Team meetings, the MA Transition Planning Form, student-centered planning and career assessments, placement tests, [Massachusetts Work-Based Learning Plan](#), and other - meetings with parents, school personnel, and students)? How is course selection related to IEP post-secondary education, employment, independent living, and/or community participation goals?

6. What types of supports will the students be receiving in order to participate in courses, the life of the college and opportunities for community-based competitive integrated employment during FY15?

## SECTION 5 – Budget

A total of \$760,000 is available, **subject to state appropriation.**

The state legislature has identified funding for this program in the Executive Office of Education (EOE).

Previously funded partnerships are eligible to apply as follows:

- A total of \$25,000 is available for the Bunker Hill Community College partnership.
- A total of \$105,000 each is available for Bridgewater State University, Cape Cod Community College, Middlesex Community College, Roxbury Community College, UMass Boston, UMass Amherst, and Westfield State University.

Applications will be reviewed and funded based upon the quality of programs proposed. **Proposals with an in-kind contribution will be given priority.** The budgets for the proposal will vary depending on the structure of the partnerships, the number of participating students, and the services needed for the student to succeed in the inclusive concurrent enrollment program.

When designing the program's proposed budget, the applicant should consider expenditures in the following areas:

1. student transportation costs (over and above pre-existing transportation fees);
2. textbooks and materials to support the student coursework and participation on the college campus;
3. fees for students\*;
4. consultants (e.g., parent consultants, employment specialists and youth leaders);
5. stipends/salaries and fringe benefits for project personnel, including employment specialists;
6. training supplies, including site costs;
7. mentoring from other campus ICE program partners;
8. in-state travel costs;
9. indirect costs for school districts at the ESE rate; and
10. indirect costs for the IHEs at the approved ESE rate, not to exceed a maximum of 11%.

Funds may not be used at any time for:

11. assistive technology (the necessary technology to ensure full access to the curriculum);
12. pre-existing student transportation costs;
13. equipment;
14. tuition for courses\*;
15. stipends for supporting integrated community-based employment opportunities for participating students;

\*Please note: State-supported tuition for courses will be waived by the Institutes of Higher Education.



### Partnership Response

1. Provide a budget narrative for FY15 (Upon Approval – 6/30/2015) and FY16 (7/1/2015 – 8/31/2015), with details on each of the above areas of expenditure as applicable to the proposal. For each of the costs detailed on the budget pages, provide a detailed justification of the purpose of the costs. **If the proposal includes an in-kind contribution, provide a budget narrative detailing the source, amount, and use of the funds**
2. Provide details on how the partnership will support the Employment Specialist. Please note: the role of an Employment Specialist may be performed by an individual who performs more than one role. For example, the IHE Program Implementation Specialist may share the role of Employment Specialist with an Educational Coach. Support may be an in-kind contribution, grant funds, or other financial supports.
3. Programs are to provide opportunities for community-based, competitive integrated employment. Include details on the costs associated with community-based, competitive integrated employment-related activities (costs may be supported through in-kind contributions, grant funds or other funding sources).
4. Provide a narrative describing how the partnership will respond to new LEAs requesting to join the partnership. Include details on proposed funding.